

**CENTERS OF EXCELLENCE FOR
TEACHER TRAINING**

**EDUCATION MEETING IN SAN PEDRO
SULA, HONDURAS**

SEPTEMBER 8-14, 2002

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Education in Latin America in crisis. A good education system is widely recognized as a decisive factor for national progress in today's world. Yet Latin America and the Caribbean (LAC), with an average of only 5.4 years of schooling, compare poorly with the economic competition—OECD averages 11.1, and East Asia averages 8.1—and the gap has widened over the last ten years. Available data indicate that the region lags behind in primary school completion. In some countries fewer than 60 percent of children who start school reach the fifth grade, and only 10 percent of students in Latin America and the Caribbean graduate from the sixth grade without repeating a grade. Illiteracy rates remain high and stand as fundamental symptoms of educational underdevelopment. The deficiencies in the educational systems hold back the region by failing to teach the knowledge and skills required for economic success and active citizenship.

The reasons for the weak performance of the region's educational systems are complex. One major reason is poor teacher quality. Most teachers and school administrators in the hemisphere have limited materials and little support in the classroom. Their training, if they are trained at all, has not prepared them for successfully educating disadvantaged students. Many have not finished even secondary school.

In response to this problem, the Centers of Excellence for Teacher Training aim to strengthen the capacity of existing teacher training institutions to form regional teacher training and resource centers in the Caribbean, the Andean region of South America, and Central America. The objective of the program will be to improve teacher and school administrator skills and knowledge in order to boost the quality of early instruction in the classroom throughout the hemisphere, with special emphasis on poorer countries and teachers who work in disadvantaged communities. The focus of the program will be on improving reading instruction and upgrading the knowledge and pedagogical skills of poorly qualified teachers.

Three active program components will serve the reading instruction needs of teachers. **Teacher training** will be offered through a training-of-trainers program, so that teachers and school administrators can take the training back to their communities and train others. Teachers and school administrators will be introduced to effective reading methodology and classroom management techniques. The program will develop **diagnostic and assessment tools** to enable teachers to identify and address students' weaknesses, and it will develop **materials** for teachers to use to improve their reading instruction. Two supporting components ensure sound performance of the active components. **Applied research** will ensure the efficacy of the training, tools, and materials. The use of **information and communications technology** will broaden access to the program. In addition to providing training by distance education, the project

will create an Internet portal to provide access to a clearinghouse of teacher training materials and link teacher training institutions, think tanks, schools, teachers, and universities so they can share materials, “best practices” and “lessons learned.” An additional component, **social marketing**, will expand program coverage and assure long-term sustainability with the cooperation and support of communities, families and students. National centers in each country will publicize information about the program and advocate for the importance of learning to read.

The three centers will be operational by October 2002. The program will be implemented under the guidance of an advisory panel made up of U.S. and Latin American educational experts, Ministries of Education, and business and citizen groups. In addition, the private sector, international donors, and other Summit countries will be enlisted to form a partnership with USAID for the implementation of the program estimated to cost \$40 million over 4 years.

CETT Coordinating Institutions

The University of the West Indies will serve as the coordinating institution for the Caribbean CETT. Due to this region’s geographical diversity and expansiveness, ICT connections will be vital for connecting all of the participating countries. Initially, the Caribbean CETT will serve Jamaica, Trinidad and Tobago, and St. Lucia, and will expand to other countries in the region (St. Vincent and the Grenadines, Guyana, Belize, Barbados, the Bahamas, Antigua and Barbuda, Dominica, Grenada, and St. Kitts and Nevis) in the future.

The Universidad Peruana Cayetano Heredia will be the coordinator for the Andean CETT, with the Universidad Andina Simón Bolívar in Ecuador and the Universidad Núr in Bolivia collaborating to form a consortium with coverage across the three countries.

In Central America, a consortium of institutions will be coordinated by the Universidad Pedagógica Nacional Francisco Morazán (UPNFM) in Honduras and will include: the Universidad del Valle de Guatemala (UVG), the Fundación Empresarial para el Desarrollo Educativo in El Salvador (FEPADE), the Pontificia Universidad Católica Madre y Maestra in the Dominican Republic (PUCMM), and the Instituto Latinoamericano de la Comunicación Educativa (ILCE) in Mexico.

The Andean CETT was the first to formally establish itself by having the signing of a Memorandum of Understanding with the U.S. government on June 14, 2002. The University of the West Indies, on behalf of the Caribbean CETT, took part in a MOU signing ceremony on July 9, 2002 in Jamaica with the U.S. government. On August 5, 2002, the U.S. government and UPNFM launched the Central American CETT with the signing of the MOU in Honduras with all participating institutions, and government and private-sector representatives in attendance. Each coordinating institution with its consortium has since been finalizing their respective proposals for submission to USAID. The University of the West Indies submitted their final proposal to USAID/Washington two weeks ago. The Andean consortium, coordinated and managed by UPCH, submitted

a proposal to USAID in late July. UPNFM submitted a proposal from the Central American CETT consortium at the end of August.

Guiding Principles

The CETT Consultative Committee, a panel of ten education experts from across the hemisphere, defined the following principles to guide CETT program design.

- 1) Use a participatory process to design the program. Actively involve stakeholders in the design process to help ensure local buy-in, relevance, effectiveness and efficiency.
- 2) Build on existing capacity. Work with successful institutions, individuals, and practices to reinforce existing strengths and complement and support current education reform efforts.
- 3) Work with innovators and change agents. To design and implement the program, begin with counterparts and beneficiaries who have demonstrated a commitment to creating positive change and excellence.
- 4) Start small and expand after demonstrating positive results. Limit the initial interventions and target communities, and scale up once training and materials have proven effective.
- 5) Maintain flexibility in program design in order to achieve the goal and purpose within different cultural and political contexts.
- 6) Focus on bringing successful practices to the primary school classroom rather than on institutional strengthening. The goal is to improve the teaching of reading in the classroom so that more children learn to read well. Building the capacity of teacher training institutions will also be a result of the project, but it is not the primary goal.

Steps to Developing the Centers of Excellence

Education and technical experts, leaders of teaching institutions, Ministers of Education, and private-sector representatives from across the hemisphere are among those who have or will contribute to the development of the Centers of Excellence.

After the CETT initiative was announced, the first step in developing the Centers was to convene a Consultative Committee. A panel of education experts selected from across the hemisphere, three from the U.S. and seven from different countries of the Caribbean and Latin America, meet periodically with USAID to provide technical guidance to the project. These experts have helped to define the project parameters and guide decisions along the way.

To identify the teacher training and reading instruction needs and capacities in each of the three sub-regions, USAID has conducted regional assessments using consultants.

Assessment teams visited 15 countries and spoke with over 400 university faculty, teacher educators, Ministers of Education, teachers, USAID mission staff, and other stakeholders in teacher training and reading instruction. The teams visited over 50 institutions across the region to evaluate their technical and administrative capacity to serve as collaborating institutions for CETT.

The assessment findings enabled USAID—with input from the Consultative Committee—to identify potential partner institutions in each region. USAID then met with the regional partners to discuss the project and develop the concept. The findings on regional needs provided valuable information to USAID and the partner institutions for conceptualizing the components of the Centers of Excellence.

The participating institutions take responsibility for designing, implementing, and delivering the teacher training and other program components. In each region, the institutions have submitted a proposal detailing their plans to implement the project. Once USAID approves the proposals, the institutions can begin implementing the program, with oversight by USAID. The Centers will draw on the technical expertise of both regional and U.S. universities and specialists to assist in developing the diagnostic tools, materials, and training.

The planning approach proposed in the Caribbean utilizes diagnostic instruments and instructional strategies focusing on reading comprehension. Teaching methodologies will assume an integrated curriculum development approach by equipping children with the ability to transfer strategies and knowledge developed in one context to other areas. Great emphasis will be placed on linking colleges and schools in each country with their peers in other Commonwealth countries through the coordinating institution to promote knowledge sharing and best practices. The implementation phase will begin with three countries in the first year, expanding to six countries in the second year, and to all twelve independent Commonwealth Caribbean countries in the third year. A total of 18 colleges will participate.

The Andean CETT program will be implemented gradually to incorporate a progressively larger number of beneficiaries as well as in consideration of the complexity of the intervention. The program will start with a small number of schools and limited components in the first year of operation. Coverage will grow gradually to include additional materials, tools, and training topics as they are developed by the working groups and national teams in Bolivia, Ecuador, and Peru.

In Central America, the first year of the program is devoted to developing the program components and establishing pilot intervention in El Salvador, the Dominican Republic, Honduras, and Guatemala. The next year will begin the expansion phase in which validated program components will then reach remaining beneficiary countries, Costa Rica, Nicaragua, and Panama. Projected numbers of trained individuals include 160 trainers and 4800 teachers in the four initial countries, and 92 trainers and 2880 teachers in the three remaining countries.

Teacher Training Component

Teacher training is key in the effort to increase capacity and develop innovation in the instruction of reading in the early grades (1-3). Training binds the other components of the Centers of Excellence into a focused, strategic program that responds to school and classroom needs. It is through this component that the resources and knowledge generated by the other components will reach teachers and, through them, impact the reading abilities of their students.

Teachers and principals targeted. CETT training targets practicing teachers and school principals in selected disadvantaged schools and communities. Because many teachers in the region have little or no training, the Centers of Excellence will provide in-service training, that is, training to practicing teachers. This enables the Centers to reach the many teachers already in the classroom. CETT will impact pre-service training—and thus future generations of teachers—indirectly: for example, in the Caribbean, teacher training colleges in the project will be encouraged to incorporate successful reforms into their teacher preparation curricula.

Effective reading instruction for grades 1-3. The CETT training program will strengthen the basic building blocks of effective reading instruction in grades 1-3 by increasing the knowledge and skills of classroom teachers, school principals, and other educators responsible for the design, management and delivery of reading instruction in target schools. Training will address topics identified at the country or school level as key to improving reading instruction and student reading performance and achievement.

Pedagogical and classroom management skills improved. The Centers of Excellence will provide training to improve teachers' pedagogical and classroom management skills for reading instruction. Topics for training are identified through assessment of the needs of teachers in the region. For example, teachers need pedagogical skills for improving reading comprehension, and they need guidance in applying theoretical knowledge in classroom practice. In some areas, teachers need training in more child-centered pedagogy. In much of the hemisphere, the target population includes many bilingual students, so teachers need methods for better reaching those students. In addition, teachers across the region lack tools and methods for assessing students' learning needs and addressing their weaknesses. Thus, one topic of training will be how to use specific diagnostic tools to evaluate students' learning needs in reading and identify methods to address these needs effectively.

Training of trainers and distance learning reach more teachers. Training strategies will include training of trainers to reach more teachers. Follow-up mentoring by Master Teachers or reading specialists will help teachers implement their training. Distance education will be used. The technologies for distance education may vary from modern ICT to low-tech media appropriate to local capacities. Distance education will be accompanied by an in-presence component, as this has been found to be more effective in impacting teachers' classroom practice. The Centers will draw on best practices—from the region and the U.S.—in developing their training programs.

The aim is to improve classroom practices so that primary grade students receive a solid foundation in reading.

Diagnostic and Assessment Tools Component

Teachers need assessment tools. USAID-sponsored assessments of teacher training and early grade reading instruction needs in Latin America and the Caribbean found that teachers lack tools and skills for evaluating student progress in learning to read and understanding where students need help or reinforcement. Teachers also would benefit from tools to help them reflect on, assess, and improve their own practice.

CETT to develop assessment tools. The diagnostic and performance assessment component of the Centers of Excellence for Teacher Training will address this need by refining existing diagnostic and assessment tools, developing new ones if needed, distributing the tools, and training teachers in assessment. Tools will be tested in the field, and appropriate corrective and remediation reading strategies will be articulated.

Tools to assess students. CETT will provide practical, easily administered instruments for assessing students' reading problems. The instruments will be correlated to teaching materials that address the diagnosed problems.

Tools for teacher self assessment. CETT will provide tools for teachers to assess the success or failure of their teaching approaches. Action research, encouraging teachers to reflect on their experience and performance, is one tool that has been used successfully in some parts of the region. In regions where little data is available to teachers on student achievement, such as Central America, these will include instruments for establishing student levels of achievement, so that progress can be compared and related to teaching techniques used.

Record keeping system. Finally, in much of the hemisphere, student records are at best uninformative and often almost non-existent. Thus, in addition to diagnostic tools, the program will adapt or develop a simple method of maintaining records of student reading performance and transmitting them from year to year. These records will include a chronology of assessment results and remediation strategies applied. Not only will improved record keeping help teachers tailor instruction to individual children, it will help them provide information about students' performance to their parents. CETT will develop strategies for teachers and administrators to communicate to parents in easily accessible ways about students' performance and encourage parents to participate in improving their children's reading habits.

Helping teachers with assessment helps students learn. This component plays a vital role in improving reading instruction. Improving their diagnostic and performance assessment skills, including improving record keeping, will enable teachers and administrators to better identify and meet the needs of individual students. As teachers recognize the strengths and needs of individual students, they are better able to take a

child-centered approach to teaching. They also are empowered to communicate more effectively with parents about their children, thus enabling parents and communities to be more involved in their children's education.

Teaching and Learning Materials Component

Region lacks effective materials. One problem facing teachers of reading in Latin America and the Caribbean is the unavailability of reading materials for students in the early grades. The teaching and learning materials component of the Centers of Excellence for Teacher Training addresses the lack of effective materials in several ways. The goal is to generate pedagogically sound and culturally appropriate reading instructional materials and effectively incorporate the materials into classroom practice.

Centers to generate appropriate, effective materials. The Centers will generate learning materials for early readers that are culturally appropriate, relevant, and effective. Materials also will be in accord with the policies and programs of local Ministries of Education. These will include materials that can be used to teach reading to bilingual students, such as Creole speakers in the Caribbean or Aymara speakers in the Andes. Materials may be newly developed or adapted from existing materials. Different groups involved in producing materials, such as reading specialists, textbook publishers, teacher training institutions and Schools of Education at the universities, and writers for children, will cooperate in generating and producing materials.

Teachers to be trained to use materials. Teachers will be trained in using materials generated by CETT, and appropriate materials will be distributed to target schools and resource centers. In addition, CETT will provide training to assist teachers in making the most of scarce resources and existing teaching and learning material and in developing or adapting existing learning materials keyed to reading foundation issues.

Centers to develop materials to guide teachers. In addition to learning materials for students, CETT will develop materials to help teachers increase their skills and improve their reading instruction. These materials will be used in teacher training workshops. Teachers can use them to reinforce and continue learning pedagogical skills in reading instruction. A reading instruction handbook will provide diagnostic tools and related recommended materials and interventions for reading instruction. The handbook will enable teachers to effectively use diagnostics, learning materials, and children's books and literature in the classroom.

Working with parents with low literacy. Many disadvantaged students in the Latin America and Caribbean region come from households with low or no literacy, increasing the inaccessibility of reading materials to these students. To better reach these students, CETT will explore methods for providing schools and teachers with materials that can be sent home with students and engage parents in their child's reading instruction. Accompanying training will guide teachers on engaging parents of all literacy levels in their child's reading education.

Moving materials beyond CETT. As materials prove effective, CETT will disseminate them to teacher training institutions and the Ministries of Education for possible incorporation into standard programs and policies.

Applied Research Component

Excellence means pedagogically sound methods and materials. Central to the Centers of Excellence philosophy is an emphasis on training teachers in research-based pedagogical methods, diagnostic tools, and materials. Each Center will be required to support its choices of techniques and materials through existing or original research. This includes U.S.-based research, such as the findings of the National Reading Panel on early grade reading instruction, and that of researchers in the region. The applied research component of CETT ensures that tools and techniques distributed or taught through CETT are pedagogically sound and based in solid research.

CETT to encourage applied research to solve problems in teaching children to read. The research encouraged and disseminated under this component will be directed at solving problems related to factors that help or hinder children's reading performance and achievement. This could include, for example, testing diagnostic instruments and materials for teaching specific early reading skills, or evaluating the applicability of U.S. findings to the regional context. CETT will draw on existing research where available and encourage additional analysis and pilot testing, as needed, by the institutions and investigators participating in the design and implementation of the program.

CETT to make research results accessible on the Internet. A second goal of this component is to ensure that research findings are made accessible, so that they can be integrated easily into practice by trainers of teachers and by teachers at the classroom level. Researchers will be encouraged to disseminate findings in a language and manner that makes them useable, practical and understandable to the classroom teacher, parent, or concerned community member, enabling them to make decisions at the classroom level. In addition, CETT will screen and distribute findings from high-quality relevant research via the Internet, making them more readily accessible to institutions across the region.

Best practices inventory and needs assessment to inform CETT design. As part of the applied research program, a first step for designing each Center will be to inventory current best and successful practices in use in the region and to identify areas of need and capacity. Country assessments will ensure training and materials are designed in accordance with public sector reform strategies and specific country situations. A variety of key stakeholders will be interviewed, such as Ministry of Education officials, school personnel, parents and concerned community members, teachers' association and union representatives, and interested private-sector representatives.

Information and Communications Technology (ICT) Component

ICT can extend Center capabilities and reach. This important component applies appropriate information and communications technologies (ICT) to increase the efficacy of the other program components. ICT will be used to facilitate regional collaboration and sharing of tools, materials, research findings and other resources; to extend the reach of the Centers through distance education; and to otherwise enhance CETT services.

Internet to facilitate communication and information sharing. The Internet makes possible communication and sharing of information and ideas within each region served by a Center and across the hemisphere, despite distance and difficulties of travel. Collaborating institutions will use their existing networks to facilitate communication. In addition, each regional Center will develop a Web site for sharing successful instructional materials, diagnostic tools, and pedagogical practices as well as research findings. The sites will include links to the Web sites of the other two Centers. This will be a valuable resource for researchers, educators of teachers, and teachers themselves. The improved record-keeping and information sharing will help researchers. For educators and teachers, the site will include a reading instruction manual for teachers and other materials and practices developed by CETT participants or modified to suit a local context. Importantly, the Web site makes CETT materials readily available to all educators and researchers with access to the Internet—whether participants or not in the project—indirectly extending the influence of the CETT.

ICT to facilitate training by distance education. Another key role of ICT is to facilitate delivery of teacher training using various distance learning technologies, enabling CETT to reach more teachers. Special attention will be given to schools lacking the infrastructure to install and use high-end technology. Efforts will be made to apply appropriate technology—such as video, radio, or print technologies—in these settings without compromising the potential of advanced technology.

Teacher training to shrink the digital divide. Finally, teachers may be trained to more effectively use the ICT and multimedia resources (such as newspaper, radio, TV or video) available to them for reading instruction, which could have the added benefit of shrinking the digital divide.

Social Marketing and Private Sector Partnerships Component

Private sector partnerships to support CETT. The CETT project was announced at the Quebec Summit of the Americas as a public-private partnership. The U.S. Government pledged to commit \$20 million to the project with additional funding to come from the private sector in the United States and the Latin America and Caribbean region. Based on initial fundraising efforts, USAID has received numerous expressions of interest from the private sector to support the CETT project. Several private corporations have agreed to be founding partners with USAID in launching the program as well as to serve on a Business Executive Committee to advise USAID on the participation of the business community.

NGO to manage fundraising and provide expertise to three Centers. To engage in fundraising over the five-year period of USAID funding for the program and to manage and distribute the funds and in-kind contributions received from the private sector, USAID intends to issue a Cooperative Agreement with a U.S. non-governmental organization (NGO) to establish a CETT Partnerships Program. In addition to fundraising and managing the contributions, the CETT Partnerships Program will be responsible for providing technical assistance and training in fundraising and sustainability of the three sub-regional Centers. The NGO will be selected and the CETT Partnerships Program will be operating by October 2002.

Corporate and Regional Advisory Councils will develop long-term private sector partnerships for CETT. The CETT Partnerships Program will work closely with a Corporate Advisory Council composed of the founding private sector partners and with Regional Business Advisory Councils that will be established in each sub-region to help raise local funds and develop local partnerships in support of each Center. Eventually, Country Business Advisory Councils may be established in each country that actively participates in the program. The intent is to develop long-term partnerships with the private sector in the U.S., Latin America and the Caribbean to support the Centers after U.S. Government funding ends.

Specific ways the private sector can participate:

- Provide financial and material support to the Centers of Excellence
- Actively participate in the Business Executive Committee or the Corporate Advisory Council
- Attend annual meetings on the CETT program
- Receive regular financial and program reports from the CETT Partnerships Program
- Participate in sub-groups on Information Technology and Materials development
- Attend Center launchings
- Receive publicity for supporting the Centers – company logos in promotional material on the program and on the Centers’ Web sites
- Participate in program evaluation/assessments

Illustrative Example of How CETT will work

Teacher Training in the Caribbean

Mrs. Jackson teaches first grade at Soufriere Primary School in a rough neighborhood of Castres, St. Lucia. There are 48 children in her class this year, 25 girls and 23 boys. Her concrete and cinder block classroom holds blackboards and chalk and a small bookcase of reading materials provided by the Ministry of Education. A profusion of letters and shapes, cut out by Mrs. Jackson and her students, are the main decoration in the otherwise drab room. Mrs. Jackson has two years of training in secondary school subjects. Until she attended seminars offered by CETT, she had no training specifically on teaching

reading and literacy skills, nor had she been trained in child development and pedagogical skills for educating early primary grade students. In past years, Mrs. Jackson taught by working with the class as a whole; typically she stood at the front of the room, presented material and had the students respond, sometimes singly, sometimes in chorus. No matter their ability or level, all students did the same thing. Most of the children did not learn well. Only 37% would pass the Grade 2 minimum standard test in the English language a year later, with the boys faring worse than the girls.

Now, Mrs. Jackson is excited to be trying out new skills. Her school is one of 6 targeted in St. Lucia in this first year of CETT implementation. Mrs. Jackson, the second and third grade teacher in her school, and the school principal each have attended a one-week training, held at Sir Arthur Lewis Community College, the local teacher training college. The content of the training was developed by a small staff at the University of the West Indies, who worked closely with the colleges and schools to understand the classroom needs of teachers. The teacher training college took from the materials developed by CETT those most suited to St. Lucia.

At this training, Mrs. Jackson learned about how to use some simple assessment tools for evaluating her students' achievements and needs in learning to read. She received a small library of materials correlated to the assessment tools that she can use with her students to address their skill needs as they progress in learning to read. These materials give her different approaches she can use to address particular weaknesses of individual students. The training included examples and practice in pedagogical methods and classroom management for child-centered approach to teaching. Back in the classroom, Mrs. Jackson has the support of her principal, the other teachers, and the CETT reading specialist. She has learned how to use her school's computer to get more tools and materials from the rich library available through the CETT Web site. The reading specialist will make a number of visits to Mrs. Jackson's classroom to coach her in using the new skills. The specialist also has facilitated the formation of a peer mentoring group between the teachers at Soufriere Primary School. The group plans to meet once a month with peer groups from other schools.

Mrs. Jackson, the parents and the community are excited by the greater progress and enthusiasm of her students—especially the boys—for learning to read under the improved skills of their teacher.

Expected Results of the CETT Program

CETT to reach over 15, 000 teachers and 1,000,000 students. Under the CETT program, USAID expects to provide innovative leadership to strengthen reading instruction throughout the hemisphere and increase the reading skills of more than a million primary school students over the first five years of the program. Moreover, the CETT program will upgrade the skills of at least 15,000 classroom teachers so that they become more effective reading instructors in the early primary grades.

CETT to address problems behind low school completion rates through its innovative leadership and focus on reading. The CETT program may have an even greater impact than these impressive numbers through its innovative leadership. Throughout the hemisphere there are a number of disjointed programs in nearly every country addressing reading and literacy problems. The CETT program proposes to utilize the best practices from the multiplicity of reading programs and provide a common methodology for addressing reading deficiencies within a country or region. Moreover, the CETT program will renew the focus of school systems on reading, thus ensuring that a major reason for the high rates of student repetition and dropouts is addressed. (The rates are the highest in the world.)

In addition, the CETT program will have a number of very significant impacts, resulting from the five program components. Some of the major results by component are:

Training:

- Teachers and administrators are more skilled, knowledgeable, motivated, self-confident, and better equipped to teach reading;
- Fewer students are reading below grade level;
- Networks of teachers and reading organizations are established and exchange best practices, lessons learned, and materials to improve reading instruction within their countries across the hemisphere;

Diagnostic and Assessment Tools:

- Teachers increase their knowledge and skills in the administration and interpretation of diagnostic and performance assessment and their ability to identify and apply appropriate and corrective remediation strategies;

Instructional Materials:

- Teachers, students and parents more often use appropriate and effective materials to tackle particular reading problems;
- Teachers' increased competence in effectively using teaching materials to teach reading motivates students and stimulates learning;

Applied Research:

- Capacity to assess, analyze and resolve issues that inhibit reading achievement for primary school-aged learners increases;

Information and Communication Technology:

- Teacher and student access and use of appropriate information technology in the classroom increases;
- Web site and other information-sharing resources are established and improve communication among partner institutions, schools and students across the region;

Social Marketing and Private Sector Partnerships:

- Awareness is raised and the society is sensitized to the importance of acquiring reading skills at an early age; and
- Communities, parents, private-sector leaders are mobilized to promote a culture of reading and to support the CETT effort.